Reflect on the data:

**Team to Teach Tool 5.3- Reflecting on the Data** (use Tool 5.1 for data resources)

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| **Question** | **Answer** | **What other info. do we need?** |
| 1. What sources of data did we examine? | We examined the core program Read Well 1 for students in grade 1. |  |
| 2. What parts of these data really caught our attention? | After reviewing the data we found that students were not able to successfully complete the reading program (unit 50 and beyond). | Where (what unit) did the student begin instruction? |
| 3. What parts of these data encourage you the most? | Students were successful at recalling words in isolation. |  |
| 4. What parts concern you the most? | The number of students in grade one that are unable to master fluency rates within Read Well and DIBELS. |  |
| 5. What differences, if any, are there in grades, attendance, and behavior among our students? | The students in more advanced units/groups have consistence attendance. |  |
| 6. Do some groups achieve at higher levels than others? | Yes, students that enter first grade with solid prior knowledge are more successful. Also students that have ongoing support (inside or outside of school) seem to achieve on a higher level. |  |
| 7. Which students are not working to potential? What evidence is there that students who were given more challenging work also achieved more? | All students are working to their own potential. Many students have not mastered the foundation of sounds . Therefore, have difficulty making the connection.  Students were reassessed, placed on a consistent lesson plan, and regrouped. This allowed teachers to advance those students that were ready to move on and target specific students and their areas of need. | Kindergarten students are now able to walk to read. Therefore ,next year we will have a number of students that will be returning having been introduced to RW1 and its instruction. |
| 8. Which groups appear to need instruction more tailored to their learning styles? | The lower achieving students that have yet to see the whole picture. Letters make sounds, sounds put together make words, and words put together make sentences. |  |
| 9. What other questions does this data raise for you? | How does intervention look? What do the student’s previous records show? Was this student ready for first grade?  Because kindergarten is not required in the state of Alabama how can we met the needs on a first grade level without any educational prior knowledge? |  |
| 10. What are the implications for what our professional learning team should focus on this year? | **For the remainder of this year the professional learning team will focus on the following:**   1. **Monitoring the progress of students that have been identified as having difficulty mastering skills** 2. **Implement effective intervention strategies to improve academic success** 3. **Encourage parental involvement** |  |